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ABSTRACT

Concern over the poor and illegible handwriting of the students in Somalia led to the development of this handwriting manual for primary school teachers to: (1) give teachers guidance in teaching handwriting; (2) help teachers in the methodology of teaching handwriting; (3) let teachers know the easier ways of making cheap and obtainable materials for handwriting; and (4) show teachers how to evaluate handwriting. The first chapter provides general information about learning and includes sections on learning with the five senses, activities with movement for growing and learning, learning by imitation, meaningful learning, practice in learning, influence of punishment and failure on learning, learning by doing, and how students learn handwriting. The focus of the second chapter is on manuscript writing with discussion centered on the modern way of writing capital letters, why capital letters are taught in manuscript, why capital letters are taught before lower case letters, the help of squared paper, the use of capital letters, and correct position for writing. The third chapter discusses games for the teaching of handwriting, and the final chapter presents information for teaching and evaluating handwriting, with sections on how to teach handwriting, how to plan a lesson, how to make a lesson interesting, what to use in teaching handwriting, what to do when handwriting is taught, why handwriting is evaluated, how to evaluate handwriting, how to evaluate daily practice in handwriting, how to give marks on handwriting papers, and how to construct handwriting tests. (HOD)

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HANDWRITING MANUAL FOR PRIMARY TEACHERS IN SOMALIA

1982

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HANDWRITING MANUAL FOR PRIMARY TEACHERS IN SOMALIA

BY

MOHAMED FARAH DIRIE (B.A.)

**SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY
OF NAIROBI IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE POSTGRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT.**

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Background

When the military government took power in Somalia in 1969, it soon reorganized the structure of the government to a socialist line. Education was the base of this social transformation and therefore was given a priority. The military government's educational policy among other things included:

1. Expansion of education and introduction of the policy of compulsory primary education for all children between 7-14 years of age;
2. Democratization of education;
3. Somalization of education--adoption of the Somali script as the medium of instruction.

To realize the expansion of education, the revolutionary government launched many steps such as:

1. Writing the Somali script and its adoption as the official language of administration and press.
2. Nationalization of all private schools and printing agencies to meet the high demand for school textbooks and other teaching materials.
3. Strengthening the curriculum unit.
4. Launching national literacy campaigns focused on both rural and urban populations.

The expansion of education brought about many problems of which some of them are the following:

1. Lack of balance between primary and post primary enrollments;
2. Shortage of qualified teachers, because they have to be trained on crash basis to keep up with the greatly expanded school enrollments and ruralization of education;
3. Inadequate teaching materials.

It is apparent that this type of education emphasizes quantity rather than quality. Because of this many people including parents, educators and even politicians believe that the quality of education in Somalia is falling. There is an element of truth in this statement due to the fact that Somalia under the present circumstances cannot have both quantitative as well as qualitative education.

One common example often cited by those who say that the quality of education is falling is the poor and illegible handwriting of the pupils in which they say the children have either learned the poor handwriting from the teachers or they are taught by anybody how to write good handwriting.

The Ministry of Education, considering the gravity of the problem has written many circular letters and organised inspection tours for all regions to examine the handwriting situation of the schools. One of these letters was written on March 15, 1981 another was on March 24, 1982. Both circulars were signed by the Director General of the Ministry of Education and were dispatched to the Regional Education officers urging them to do something about the handwriting of the pupils.

As a senior teacher and curriculum developer, I saw the problem and it exists in both primary and secondary schools. Some of the causes can be mentioned as follows:

1. Poor quality of teachers;
2. Lack of teachers guide in handwriting. Our Curriculum Centre which is responsible for the preparation of handbooks is busy with textbook writing for the rapidly growing school population all over the country.

As a result of this, I planned to write a teacher's handwriting manual for lower primary teachers in this phase of ACO program. The main objectives of the manual are:

1. To give lower primary teachers guidance in teaching good and legible handwriting.
2. To help the teachers in the methodology of teaching handwriting.
3. To let the teachers know the easiest ways of making cheap and obtainable materials for handwriting.
4. To show the lower primary teachers how to evaluate handwriting.

It is my conviction that such a manual will help our lower primary teachers in which most of them are ill-trained and unqualified in teaching good and readable handwriting to their young pupils.

CHAPTER I

GENERAL INFORMATION ABOUT LEARNING

Learning with the five senses

Pupils learn with their eyes, ears, nose, mouth and hands. In school they usually learn with their eyes and ears most of the time. Some pupils learn best with their eyes. Others may learn better with their ears. Many pupils may learn better with their hands. The use of the hands or touch in classroom learning is usually not practiced very much. Teachers need to plan more activities that have pupils learn with touch. Young children need this type lesson. Writing in the sand is a good example of touch in learning. There are few activities that require taste and smell, but it is interesting for the pupils when they can use their nose or mouth in a lesson.

Pupils learn better with the use of several senses

For example if they look, say and feel as they learn, they may understand and remember the lesson very well.

Learning may be noisy

Young pupils and children are not usually very quiet. They play and work with a lot of noise. Noise is not bad if the children are busy, learning and enjoying their activity. Only adults think that noise is bad. Teachers sometimes need to learn that noise can be a good sign of learning of course too much noises during classroom learning needs to be controlled.

It need not disturb other classes or become so loud as to make learning impossible or poor. It is best if the teacher plans one period of quiet activity followed by a period of study that permits more movement or can be done with some noise. (Example: physical education).

Activities with movement for growing and learning

Young children grow very quickly when they are at home before they come to school. They need to use their muscles to help them grow strong. They cannot sit still for very long periods of time. They need to move often. Children need freedom of movement to learn to use their muscles and to learn to use their muscles and to learn more about things around them.

In school, pupils also need these kinds of activities. They cannot sit and pay attention for long periods of time. They grow tired of listening and sitting. They need short periods of activity and many different kinds of activity to keep their minds working and learning. Activities that permit pupils to get out of their minds working and learning. Activities that permit pupils to get out of their chairs are good to keep them from getting tired of sitting.

Games of a few minutes, five or ten minutes, when pupils become tired, are good. At the end of a morning or afternoon pupils become tired. This is a good time to have active games. Games help pupils learn. Learning with games is fun. There are some suggestions for games in Chapter IV.

Learning by imitation

Pupils and young children like to do what adults do. When children are very young they do what their parents do. This is the way they learn to walk, talk, and many other things that help them grow into adults. When they go to school, they like to do what the teacher does. If you want good work from your pupils, do good work yourself. If you want happy pupils in your classroom, be happy as you teach. If you want friendly pupils in your classroom, be a friendly teacher.

Meaningful learning is used

If a subject is about something a pupil can understand from his own daily life he will learn it easier. If the subject is about something he has never seen or heard before, it may be more difficult to learn. If the subject is not used he may forget it quickly and easily.

We learn and remember best those things that we can and do use in life. Young children and pupils learn to imitate and memorize easily. Learning to talk is by imitation and memory. In school, pupils memorize many things. If the subject they memorize are not understood or used they will forget them very easily and quickly.

Subjects need to be understood and taught in a meaningful way. Teachers must teach so that a pupil can understand and use the information learned in a subject. Teaching how to use information is important in school and life.

Practice in learning

Daily period of short practice over a long period of time usually are best for pupils learning handwriting. Eye and hand development are likely to improve their short periods of practice. The pupil will not tire so easily in short periods. Handwriting may be more meaningful and easier to learn if it is practiced everyday for a short time.

In subjects that need much practice, such as handwriting, a pupil will learn better if he knows how good or bad his work is from day to day. If his handwriting is bad, a teacher may show the pupil what is wrong with his work and help the pupil correct his work. A pupil who does good work will be encouraged to continue to do good work, if the teacher lets him know that his work is good but can only be good with continued work.

Influence of punishment and failure on learning

Punishment can often teach a pupil how to behave in class. It can also make him afraid and dislike a subject in school, teachers, learning and work. If he is encouraged or rewarded for good behavior he may learn better. He may become interested in learning and learn by himself much of the time.

Failure in school results in fear or dislike of school and learning. Many times pupils fail because teacher do not know how to teach. Because a pupil is sick or does not know language very well he may have difficulty in learning. Teachers need to find out WHY pupils fail. If a teacher finds out why, he may also find out how to help a pupil succeed.

Learning by doing

Pupils may learn easier when they can do things. They do not always listen well. They do not always understand words very well. It is sometimes better to show them and have them imitate you or follow directions than to talk. All teaching does not need words. Rather than always telling pupils information or answers to questions, have them find out for themselves. They enjoy discovering new things by themselves but they may need help from teachers to learn how and where to find information.

How pupils learn handwriting

Hand development

Research in education and psychology shows that children can learn to use a pencil or other writing tool at a very young age. They can usually make lines when they are three years of age and circles when they are about five years old. They have difficulty making slanted lines until they are about seven years of age.

A young child's hand becomes very tired when learning to write. Muscles are not very strong and hands are not very large when young children begin school. Large hand movements are easier to make than small movements. Pupils can make large lines and letters more easily than small lines and letters. Letters that are not joined (manuscript) are easier for young writers than letters that are joined.

A thin pencil is very difficult for a small hand to hold. Young pupils may be helped to hold a pencil if cloth, string, paper, or other materials is wrapped around the pencil to make it thick.

Only short practice periods of writing are good for young children. When pupils become very tired and they are forced to write, they may learn to dislike writing and school.

This is why only about 15 minutes of a period is suggested for handwriting in the elementary school.

Eye development

Children's eyes are not fully developed when they come to school. They must learn to use their eyes to see little things well. They must learn to use their eyes and hands together in activities such as writing, reading, throwing and catching a ball, jumping, and other active movements. When they have their first lessons in handwriting they may have difficulty because their hands and eyes do not work together very well. Pupils may also have a physical problem with their eyes. They may not be able to see very well; they may need to have a doctor examine their eyes.

Learning ideas

Most of us learn only a little information at a time. Lessons that have only a few, new pieces of information are learned more easily and better than lessons that have too much new or strange information.

If we learn a little each day we can remember and learn easier. If the lesson of today is joined to the lesson of yesterday and tomorrow, we also learn easier and better.

Knowledge is learned something like the way we put the links of the chain together; pieces are connected to the past and future. We easily learn ideas that are something like the ideas we already know. If new ideas are connected with old ideas, learning may be easier.

Big ideas are usually easier to learn. The little ideas may be more difficult to understand and remember.

The teacher also needs to show and teach detail or little ideas to pupils. In handwriting a pupil may not see the little lines or letters. He needs to learn the big lines and little lines of letters. He needs to learn the big lines and little lines to become a good writer and reader.

CHAPTER II

GENERAL INFORMATION ABOUT WRITING MANUSCRIPT

The modern way of writing

1. Manuscript (writing) or printing is taught before cursive writing (letters are joined).
2. Writing is a lesson to be taught carefully. It is not copy work without teaching.
3. Writing must be done well to be read easily.
4. There is a scientific way to teach writing based on research in education and psychology.
5. The objective of all writing is to express our ideas for others to read.
6. There is an easy way to teach writing.
 - a. Do not start with A, B, C, etc.
 - b. Start with easy letters.
7. Letters in manuscript are made with 3 different kinds of lines:
 - a. straight lines down and across _____
 - b. curved lines: () O.
 - c. slanted lines:
8. Pupils can make straight lines and circles at a young age. Slanted lines are learned later.
9. Teach CAPITAL letters (A, B, C) first. They all have the same height and they are easier to learn than lower-case letters (a, b, c). There are many straight lines in CAPITAL letters.
10. Teach straight-line CAPITAL letters first: L, T, I, H, F, E.
11. Teach curved-line CAPITAL letters next: D, P, B, O, C, G, S,

U, J.

12. Teach slanted-line CAPITAL LETTERS last: Q, Z, R, N, M, K, X, V, W, Y, A.
13. Teach words in writing as soon as possible. The objective in writing is to express ideas.
14. Plan speaking and writing activities to help pupils express their own ideas in Somali and English.
15. Teach lower-case letters in manuscript after pupils know CAPITAL letters.

Why we teach manuscript

1. Manuscript is easy to learn.
2. Young pupils can learn it easily.
3. Manuscript has simple letters.
4. Manuscript looks like the letters in books. It helps pupils learn to read.
5. Manuscript helps pupils learn to write cursive writing easily.

Why we teach CAPITAL letters in manuscript before we teach lower-case letters

1. CAPITAL letters are all the same height.
2. CAPITAL letters are easier to learn than lower case letters.
3. CAPITAL letters are important in English.

Squared paper may help pupils learn writing more easily

1. Squared paper helps pupils to learn the shapes of letters.
2. Squared paper helps pupils to learn the height, width and slant of letters.

3. It also helps pupils learn how to space words and sentences.
4. It helps pupils learn good habits in writing when they are very young.
5. It helps pupils learn good habits in writing when they are very young.
6. Exercise books with squared paper are used in the Somali D. Republic for other classes. They are available for use in school.

General information about CAPITAL letters in manuscript

1. In this handbook all CAPITAL letters are 4 spaces high.
(The size of letters may be smaller when pupils learn how to write all the letters in manuscript or are older pupils.)
2. Letters are written 2 spaces from the top and bottom of the paper. This is the margin of the paper.
3. A, B, D, E, F, H, I, J, K, L, N, P, R, S, T, U, V, X, Y, Z are 2 spaces wide.
4. C, G, O, Q are 3 spaces wide.
5. M and W are 4 spaces wide.
6. There is 1 space between each letter.
7. There are 2 spaces between each row of letters.

How to write CAPITAL letters

1. Move a pencil from top to bottom.
2. Move a pencil from left to right.
3. Lines of letters are written in an exact order.

Example: L has 2 lines.

Make 1 line go down.

Then make the line that goes across.

4. Arrows and numbers help us to write a letter in the easiest way. Follow the numbers and arrows carefully. Write line 1, then line 2, then line 3 etc.
5. Squares on paper guide the shapes and sizes of letters. Use them carefully and correctly.
Pupils learn this way.
6. Spacing between letters and words is important. Use spaces correctly. Pupils have difficulty with spacing.

Use of CAPITAL letters

1. At the beginning of sentences.
2. In quotations (writing the words someone says).
Example: The teacher said, "Good Work."
3. "I" when used as a pronoun.
4. Proper names:

People

Places

Rivers

Streets

Races

Companies

Documents

Languages

Days of the week

Months of the year

Religious groups

Historical events

Titles of books and articles

Use of punctuation

1. Period (.) at the end of a sentence or an abbreviation for words.

Example: He goes to school.

Mr. and Mrs. Jama Mohamed Omar.

2. Question Mark (?) at the end of a question.

Example: Do you go to school?

3. Quotation Mark (" ") when you write the words of a person's speech.

Example: "Come here."

The teacher asked softly, "Who will be the quietist in class for one minute?"

4. Exclamation Mark (!) at the end of a sentence that:

(a) tells someone to do something.

Example: "Stand up!"

(b) expresses our feelings.

Example: "Oh!" "Ouch!"

(c) is emphasized.

Example: "How well you have worked today!"

5. Comma (,) There are many uses but these are not all taught in the elementary stages of learning. Only the ones listed below may be used in primary grades:

(a) in lists of words of naming sets of words.

Example: There are 3 primary color red, and yellow.

I have a pencil, a pen, and a piece of chalk.

(b) in dates.

Example: June 1, 1966.

(c) in addresses.

Example: Mogadiscio, Somali, Democratic Republic.

(d) in figures.

Example: 1,000.

(e) in letters.

Example: sincerely yours,
Jama Mohamed

(f) in quotations.

Example: "Look, it is here."

6. Apostrophe (')

(a) to show possession.

Example: Mohamed's book.

(b) to show omission.

Example: It's a pencil (It is is changed to It's).

(c) in plural forms of figures.

Example: in the 1900's.

(d) in plural forms of letters.

Example: On this page write 3 E's.

(e) in plural forms of words.

Example: On your paper, write 2 if's on the line.

Correct position for writing

How to sit when writing

1. The back is straight.
2. The feet are flat on the floor.
3. Both arms are on the desk.
4. The hand and arm are not tight or stiff.
They move together easily.

How to place the paper on the desk

1. Right-handed and left-handed pupils hold paper differently.
2. Paper is place on the desk. It is slanted about 45 degrees with the corners of the paper facing the sides of the desk. The arm is slanted about the same as the paper.
3. The top corner of the paper faces the top of the desk.
4. The whole piece of paper or book is on the desk.

How to write with a pencil or pen

1. Hold the pencil between the first 2 fingers and thumb.
2. Hold the pencil lightly to move it easily.
3. The top of the pencil points to the shoulder of the arm that is used in writing.
4. Move the hand and arm, not just the fingers.
5. If the pencil is thin and hard to hold, roll paper, string or cloth around it to make it easy to hold. Pupils sometimes use only the Biro or pen refill.....this is not good for writing. Have pupils who are young use thick pencils or roll string, cloth, etc. around it to make thick.
6. The pencil should be at least 5 inches long.
A very short pencil or pen is too hard to use and makes writing more difficult.

CHAPTER III

VISUAL AIDS FOR TEACHING HANDWRITING

CHARTS

What is a chart?

A chart is a large piece of paper or cardboard that contains useful information. It is information that is important and in school it is information that is usually learned well. It is information that must be remembered and understood. (See figure 4)

What is an alphabet chart?

An alphabet chart is a chart that contains the letters of the alphabet. It can be large enough for both capital and lower-case letters or small enough for just one set, either the capital letters or the lower case letters. (See figure 2)

When to use a chart

When you teach pupils something important that they will need to remember and learn over a long period of time, a chart is useful. It may be used for learning new information or reviewing for examinations. It may be used to interest pupils in a lesson.

Teaching with a chart

A chart is usually placed on a wall where all pupils can see it easily. It is usually there until the lesson has been learned completely. It may also be used afterwards for those pupils who have difficulty in remembering the information. It is then used for reference.

A chart can be used to explain lessons. It can be used to show differences in kinds of information in a lesson. It can be used to teach the pupils how to learn the lesson.

What kinds of information can be used on a chart?

Charts can be used in all subjects. They may be used in the following ways:

For lists of scientific information as the parts of the body.

To describe a region or country: map of Somalia.

To refer to the multiplication tables: mathematics.

To list tenses of verbs: English or other languages.

To show how to play a game: Physical education.

To give direction of behavior in school.

There are many more ways. Make your own list.

Important characteristics of charts

A chart must be simple; we can understand it easily.

A chart must be easy to read; we can see it easily, too.

A chart must be attention-getting; we will want to look.

Size

1. It must be big enough for all pupils to see even if they sit in the back of the room.
2. The letters, numbers or pictures must be large and dark enough to be read easily and quickly.

Organization

1. Present only a few important ideas on one chart. Too many ideas take too long to read and understand.
2. Use short phrases or single words. Sentences take too much space and make a chart more difficult.
3. Make the arrangement attractive to catch the attention of the reader.
4. Use pictures to make the chart interesting and colorful as well as to explain ideas easily.

Margins and Print.

1. Leave margins on all sides of the chart. You will need them for putting it on the wall or holding it with your hand without covering the information.
2. Do not place the rows of writing too close together.
Leave space to make reading easier.
3. If you have a list of ideas, number them 1, 2, 3, etc.
4. Use CAPITAL letters for headings, titles, main ideas, first letters of sentences, proper names and emphasis.
5. Make CAPITAL letters at least 2 inches high and 1 inch wide. They may be larger.
6. Make lower-case letters $\frac{1}{2}$ the size of capital letters.
Make them at least 1 inch high and 1 inch wide. They may be larger if capital letters are larger.
7. Black ink or dark colors are easily read. Yellow, orange and some lighter shades are difficult to see.
Use a marking pen or lettering pen.
8. Draw light lines in pencil to help you make the lines straight and letters the same sizes.
9. Write the letters correctly in form and proportion in pencil. Erase mistakes. Write over the pencil letters with ink or paint.

Pictures

Use simple pictures. Use large pictures that can be seen at great distances. Simple pictures or outlines are very good.

Display

1. Place the chart at eye-level where it can be read easily.
2. Place it where the wind will not blow it down.
3. Take the chart down when it is no longer useful in class. Keep it for future use.

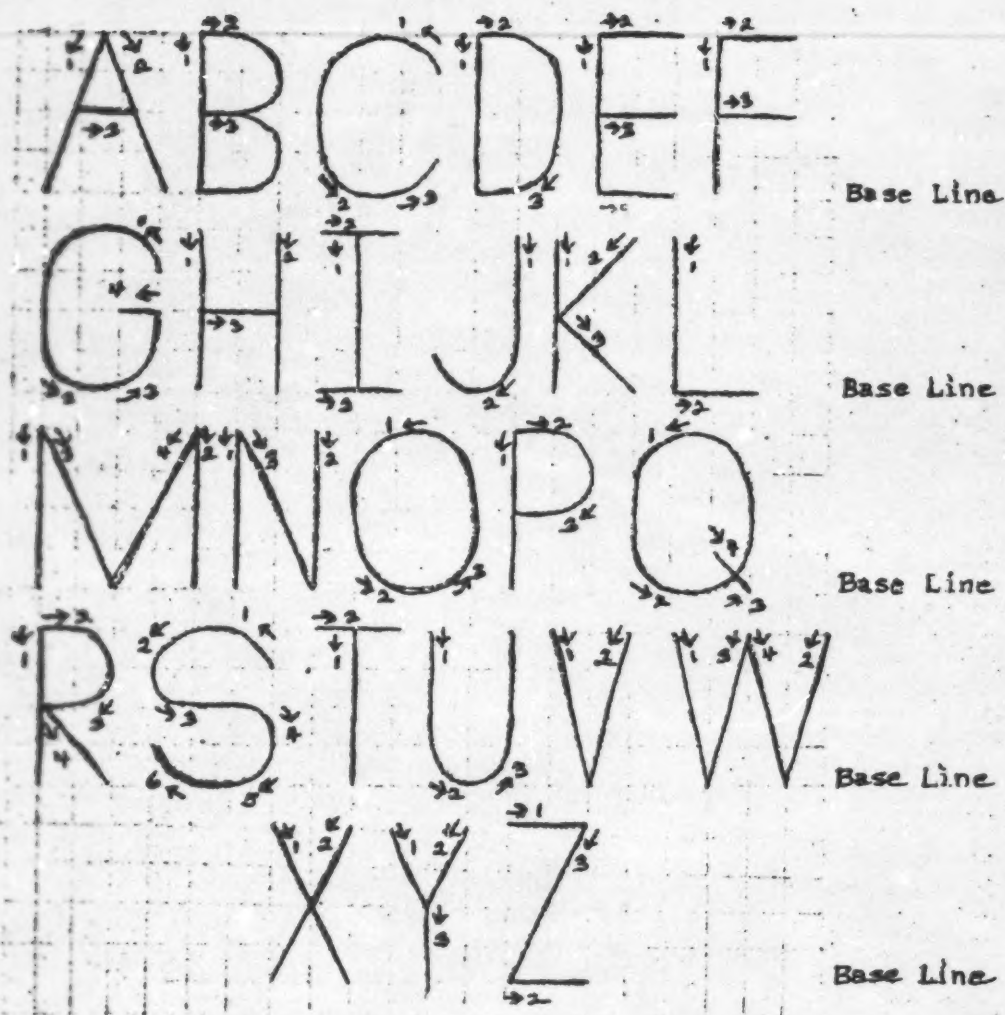


Figure 1.

Directions for making a chart of CAPITAL letters in manuscript

1. Get a large piece of paper, a pencil, ruler, ink or paint.
2. Make one-inch marks along all sides of the paper.

3. Connect the one-inch marks. The paper will have squares like an exercise book.
4. Carefully count the squares each way to know how much space to leave at the top and bottom of the paper for margins. Leave a margin at the side of the chart also.
5. Look at the CAPITAL letters of Figure I. Very carefully. Notice the number of spaces for each line of the letters.
6. Make each letter in pencil.
Make M and W 4 spaces wide.
Make A, C, G, O, Q, and S, 3 spaces wide.
Make all other letters 2 spaces wide.
Leave 1 space between each letter.
Leave 1 or 2 spaces between each row of letters.
7. Write over the letters in black, blue or other dark-color ink with a thick line. If you do not have a marking letter-pen, dip a pencil in ink or paint. A dull point makes a wider or thicker line.

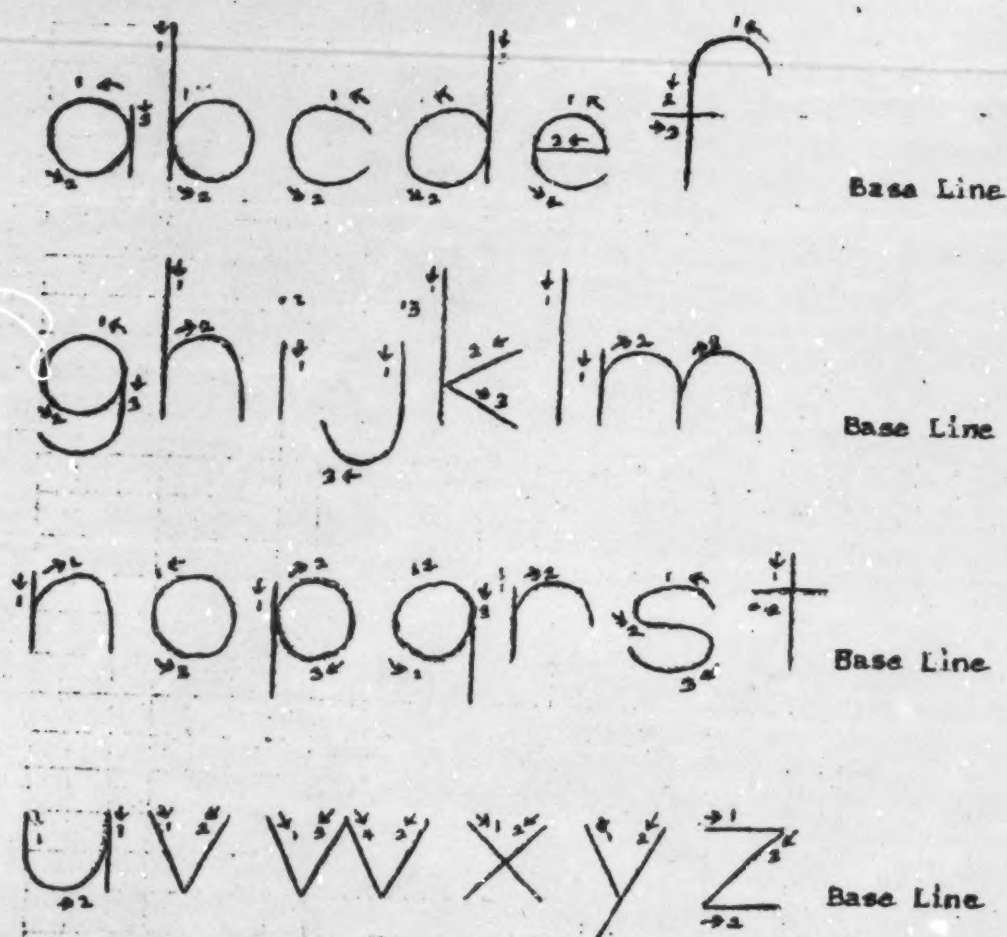


Figure 2.

Directions for making a chart of lower-case letters in manuscript

1. Get a large piece of paper, a pencil, ruler, ink or paint.
2. Make one-inch marks along all sides of the paper.
3. Connect the one-inch marks. The paper will have squares like a mathematics exercise book.
4. Carefully count the squares each way to know how much space to leave at the top and the bottom of the paper for margins. Leave a margin at the side of the chart also.

5. Look at the lower-case letters very carefully. The letters are for you to copy. Notice the number of spaces for each line.

6. Make each letter in pencil.

Make a, b, c, d, e, g, h, j, k, n, o, p, q, r, s, t, u, v, x, y, and z, 2 spaces wide.

Make i and l only one space wide.

Make f, 3 spaces wide.

Make m and w, 4 spaces wide.

Make b, d, f, h, k, l, 4 spaces down from the top line.

Make g, j, p, q, and y, 1 space below the base line.

Make t only 3 spaces high.

Notice where f and t cross-lines are written, 2 spaces down from the top line.

Leave 1 space between each letter.

Leave 2 spaces between each row of letters.

7. Write over the letters in black or blue or other dark-color ink with a thick line. If you do not have a marking-letter-pen, dip a pencil in ink or paint. A dull point makes a wider or thicker line.

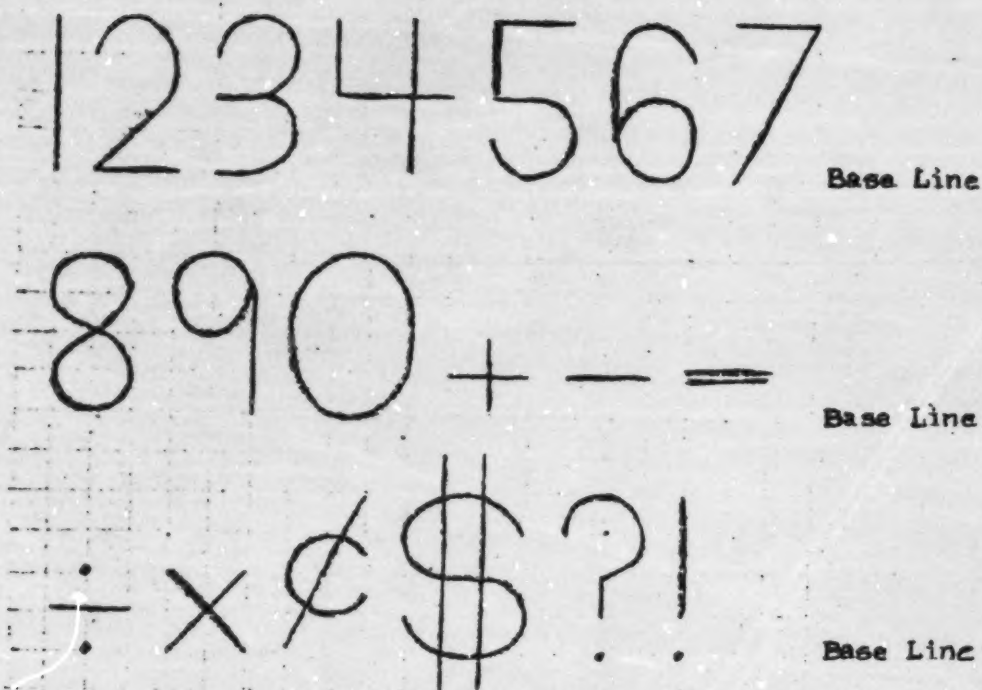


Figure 3.

Directions for writing numbers, symbols and punctuation.

NOTE: Numbers will be in lessons for handwriting after pupils learn the capital letters in manuscript.

You may wish to use the numbers in making charts for other lessons.

These numbers will help you know how to write them with CAPITAL and lower-case letters in manuscript.

All numbers are 4 spaces high and 2 spaces wide except 1, 4, and 0.

Symbols or signs used in mathematics are also shown.

Punctuation is shown on Figure 3. It is generally not included in lessons in handwriting until pupils have learned to write CAPITAL letters and some of the lower-case letters in manuscript.

Punctuation is presented in lessons for handwriting when pupils learn to write lower-case letters and begin to write their own ideas or copy stories.

Days of the Week

1. Saturday
2. Sunday
3. Monday
4. Tuesday
5. Wednesday
6. Thursday
7. Friday

Chart: Time

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy

Zz

Chart: Alphabet

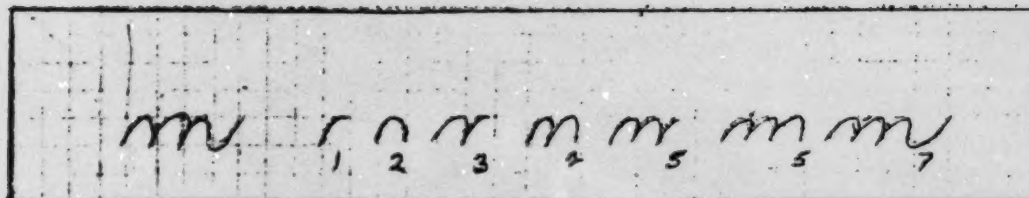


Chart: Cursive Writing

Parts of a Flower



root



stem



leaves



blossom

Bulletin Board: Science

Figure 4. Examples of charts and a bulletin board.

FLASH CARDS

What are flash cards?

A flash card is a card that is used in teaching single facts or ideas. It is called a flash card because it may be shown quickly for the pupils to read.

For example: In learning to read, pupils will want to speed up their reading when they have learned many words and their meanings. To show them how to learn more quickly flash cards may be made with words and phrases. These may be shown for just a few seconds and the pupil can improve his speed or reading them. See figure 5 for example of flash cards.

When to use flash cards

Use flash cards in teaching ideas that need much practice. Multiplication tables and addition and subtraction facts must be memorized. Flash cards help pupils learn them.

Use flash cards in learning languages. New vocabulary or spelling words may be printed on flash cards for practice. In handwriting the individual letters may be printed on the cards; these will help pupils remember the names and shapes of the letters of an alphabet.

There are other uses for flash cards. Add your own ideas to this list.

How to use flash cards

Hold the flash card up in front of the class or a pupil. Move it very quickly if the pupil is practicing speed of remembering. If the pupil is learning the information at the earlier stages of practice show the cards more slowly.

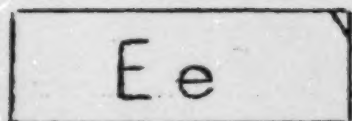
Pupils can use flash cards with each other for practice. Flash cards can be used at home. Flash cards may be used in games.

How to make flash cards

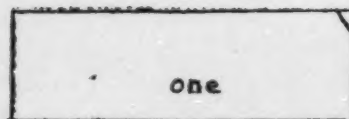
Flash cards for a class are larger in size than flash cards for individual pupils.

Classroom flash cards are large enough to have 2-inch capital letters and 1 inch lower-case letters in manuscript. They are at least 3 X 8 inches or larger.

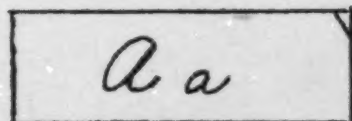
Individual flash cards may be about $1\frac{1}{2}$ X 3 inches or larger. Use heavy paper or cardboard and dark ink. Draw pencil guidelines to help you write manuscript correctly. Use simple pictures for some information. Vocabulary flash cards may have simple pictures. Pictures may be placed on the back of a flash card. Answers to multiplication facts, addition or subtraction combinations, etc. may also be placed on the backs of flash cards. Margins are necessary so that when flash cards are held the information is not covered by the hand or fingers. If you cut off the top corner of the right or left side it will be easier to keep them from getting upside down when you show them. (See figure 5).



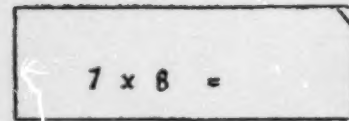
Manuscript writing



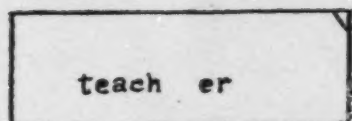
Numbers



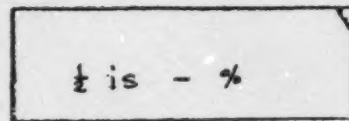
Cursive Writing



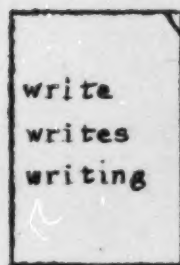
Multiplication Facts



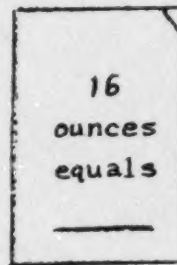
Spelling



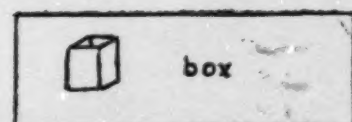
Percentages



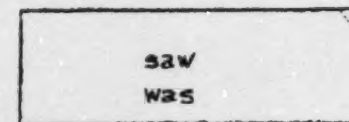
Verbs



measurement



Word recognition



Word Discrimination

NOTE: The right hand corner is cut off. Cards are easier to handle this way.

Figure 5. Examples of flash cards.

BULLETIN BOARDS

What is bulletin board?

A bulletin board is like a chart. It is usually put on a special board that is permanently placed on a wall. It may contain the same kind of information that a chart contains. It may be made of different kinds of materials and changed very often. It may be used to teach lessons or to keep pupils informed of particular kinds of information.

When to use a bulletin board?

Use a bulletin board everyday for information and lessons that you wish to emphasize. Pupils can learn to read new information on the bulletin board very regularly without being told to do so.

Pupils will usually remember information placed on a bulletin board. Main ideas and details may be placed on bulletin board.

How to use a bulletin board

Use bulletin board to interest pupils in a new lesson.
Use bulletin board to show what knowledge pupils have learned in a subject.

Use a bulletin board to explain a lesson or new ideas.
Use a bulletin board to show how some idea develops from a simple to more difficult level.

Example: the body has a bone structure, circulatory system of blood and a system of respiration. These stages of description may be taught with the use of the bulletin board. A bulletin board can be changed with the topic.

Use the bulletin board to make comparisons. Two countries may be of different sizes, have different products and climates and people. These differences can be shown on a bulletin board.

In writing, different kinds of letters and type can be shown. Manuscript letters, capital and lower-case can be compared. Cursive writing can be shown on a bulletin board.

How to make bulletin boards

If your classroom does not have a wooden frame for a bulletin board, take a large piece of cardboard from a box and place it on the wall. A prayer rug is also very good. A heavy piece of cloth of one color is interesting and useful also.

Place the large cardboard, mat or cloth on a wall where the wind will not blow it down and where it can be seen by all pupils in the class.

Make pictures of the ideas you wish to teach or cut pictures from newspapers and magazines. Pupils can make bulletin boards and may like to make the pictures for it.

Use newspapers for making cut-out letters. See cut-out letters. Paint the newspaper a color if you like.

Use string or yarn for making letters on a bulletin board. Letters cut from colored cloth are interesting and may be pinned or sewn on other cloth or paper.

Many other kinds of scraps of materials are interesting on bulletin boards. Use leaves for a border. Use a newspaper to cut an interesting frame. Use colored paper for different ideas on the bulletin board. Use your own ideas.

Print your words in large manuscript. Use 2-inch capital letters and 1-inch lower-case letters. All letters may be larger. You can also use cursive writing but it is more difficult to read from a back of a room.

CUT-OUT LETTERS

How to make cut-out letters

Cut-out letters are interesting to make and useful when making bulletin boards. You need a pair of scissors and paper. Newspaper can be used to make cut-out letters.

Cut your paper into 26 rectangular pieces.

For example: 1 inch by 2 inch, or 2 inches by 3 inches, depending on the size you need.

See figure 6: Directions: Cut-out letters. No 1
Fold the rectangle in half the long way. See
Figure 6, No. 2.

Measure or estimate 5 equal parts of the length
on the fold of the paper. See figure 6, No. 3.
Cut into the lines dividing the paper in 5 parts.
Cut from the fold to about $\frac{1}{2}$ or more of the edge
of the paper depending on the size of the paper
you use. Cut arrows marked 1 and then arrows
marked 2 as shown in diagram 3 of figure 6.

Cut out part 1 and 2 as shown in the picture. See
diagram 4 of figure 6.

Open the paper. The shape is like the shape of many
of the capital letters. You can cut out the bottom,
top, or sides of these pieces to make the letters of
the alphabet.

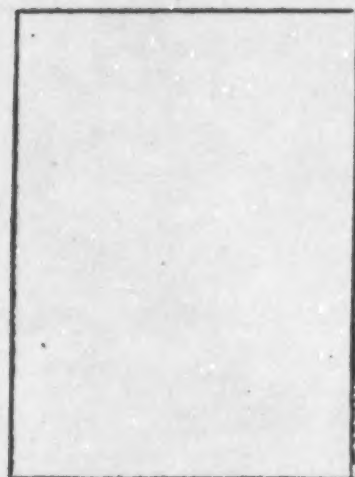
A, B, C, D, E, F, G, H, I, J, L, O, I, R, S, T, and U
are made this way.

To make K, M, N, Q, T, V, W, X, Y, and Z you need to
cut the paper differently.

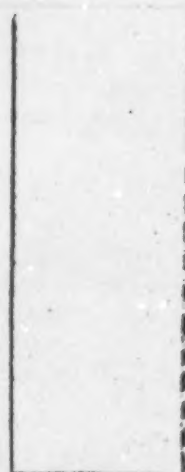
See Figure 7. Examples of cut-out letters and numbers
for bulletin boards to see how they are
made.

M and W are cut from papers a little larger than the
other letters.

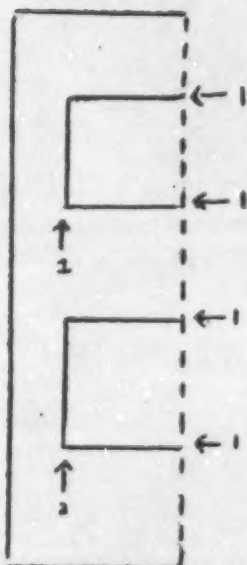
After you see the letters on one bulletin board, save them.
You may wish to use them again.



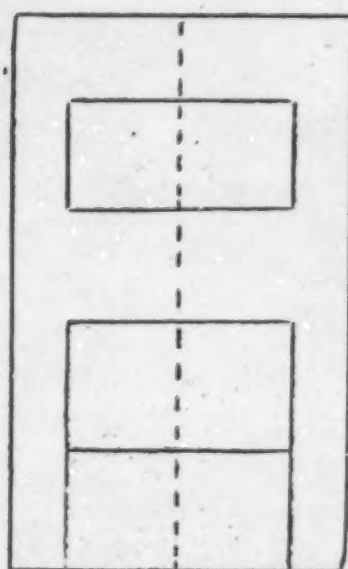
1. Rectangle of Paper



2. Paper Folded
in half



3. Folded Paper
Cutting lines:
Do 1 first
Do 2 last



4. Folded Paper with
cuts opened.
Cut out shaded area
to make letter A

NOTE: ----- indicates the fold of the
paper on all figures.

Figure 6. Directions: cut-out letters.

CHAPTER IV

GAMES FOR TEACHING HANDWRITING

A game with CAPITAL manuscript letters

GUESS MY NAME

DO: Ask pupils to guess the letters as you tell them about the letters.

I have a pointed top. I have two
slanted lines and a line in my middle.

Guess my name

(A)

My right side has two curves. My other
side is straight

Guess my name

(B)

I am a broken line or letter. My hole
is on my right side.

Guess my name

(C)

I have one fat curve on my right side.
I have a straight line on my left side.

Guess my name

(D)

I look like a comb. All my lines are straight.
I have 4 of them.

Guess my name

(E)

I look like a broken comb....one of my lines
seems to be missing. All my lines are straight.
I have a friend that usually stands next to me.
My friend and I look alike.

Guess my name

(F)

I am fat. I am broken. I have a straight
line in the middle.

Guess my name

(G)

I look like something you can hit or swing.

I have a curved bottom. My name sounds like A.

Guess my name (J)

I have two slanted lines that go in different ways.

One up and one down. My left side is straight.

Guess my name (K)

I am easy to make. I look like a corner.

Guess my name (L)

I am a big letter. I look like 2 mountains
and a vally.

Guess my name (M)

I am slanted in the middle. But my 2 sides
are straight.

Guess my name (N)

I am very fat and round.

Guess my name (O)

I am fat on the top and my side is straight.
My name sounds like B.

Guess my name (P)

I am fat and round but have a small tail.

I am like my friend, O.

Guess my name (Q)

My friend P and I look alike. But my friend
doesn't have a slanted line like mine.

Guess my name. (R)

I look like 2 broken letters. I also look
like a snake.

Guess my name (S)

I am tall and straight. My top is flat. My name
sounds like my friends, B, C, D, E, G, P, V, and Z.

Guess my name (T)

I have an open top and I look like a cup. My sides are straight.

Guess my name (U)

My bottom is pointed. I have no top. My sides are slanted.

Guess my name (V)

I look my friend, M when I stand upside down.

Guess my name (W)

My two slanted lines meet in the middle. I can stand on my head and still look the same.

Guess my name (X)

I have a little V in me. I have a straight line too.

Guess my name (Y)

I am the last to have a turn. Sometimes people call me zed. My English name is different.

Tell me my other name (Z)

CHANGE MY LINES

CAPITAL Manuscript

DO: Have a pupil come to the chalkboard and write a letter in the CAPITAL manuscript letters.

Have another pupil come to the chalkboard. The pupil who wrote the letter may choose someone to come up. Have this pupil change the letter by erasing 1 or 2 lines or adding other lines.

Example: F changed to E by adding bottom line.

E changed to B by making sides of E rounded.

B changed to P by erasing the bottom.

P changed to R by adding a slanted line.

R changed to P by erasing the slanted line.

P changed to D by erasing bottom of curve and making it bigger.

D changed to O by curving the left side.

O changed to Q by adding the slanted line.

Q changed to G by erasing the slanted line on right side, and adding the straight line in the middle.

G changed to C by erasing the straight line in the middle.

The game can continue for a very long time....but try to have pupils changing the letters to ones that do not need very many changes. Let only one pupil change one letter.

Pupils must think of how letters look alike and how they look different.

FOLLOW THE ARROW

A game with CAPITAL manuscript

DO: On the chalkboard draw only the arrows and numbers for writing letters. Have pupils come to the chalkboard and try to write the letter correctly without being told the name of the letter.

Example: For L draw two arrows. Arrow number 1 goes from the top to the bottom. Arrow number 2 goes from the bottom from the left to right.

For H draw 3 arrows. Arrow number 1 goes down on the left side. Arrow number two goes down on the right side. Arrow number 3 goes straight across the middle of the lines for arrows 1 and 2.

For Q draw two rounded arrows. Arrow number 1 goes from the top to the left. Arrows number 2 goes from the bottom to the right. The slanted line goes from the top down on the right side.

For Z make 3 arrows. The first arrow is on the top and goes from left to right. Arrow number 2 goes from left to right on the bottom. A slanted arrow from the right top to the left bottom of lines 1 and 2 is added in the middle.

Pupils will be practicing remembering the directions of lines for letters.

Let them take turns writing arrows on the chalkboard and playing the game without your help...you may check work or help another pupil who has difficulty while the pupils practice by playing the game.

CHAPTER V

TEACHING HANDWRITING

How to teach handwriting

1. Teach handwriting everyday for about 15 minutes in an English period.
2. Teach several activities quickly to keep pupils interested--- make them fun to do.
3. Keep pupils enjoying the subject of handwriting.
4. Follow the lesson plans in this handbook as a guide.
Add your own ideas and those ideas of pupils.
5. Always know what and how you are going to teach.
6. Do not shout at a pupil who has had difficulty.
Encourage him by showing him how to do the lesson.
7. Have all pupils get ready for the lesson before you teach.
Have all pupils pay attention as you teach the lesson.

How to plan a lesson (before you teach).

1. Write your plans for the subject in a notebook.
2. Think about your plan carefully. Make them long enough for the class period. Make them not too easy or too hard for your pupils. Make them interesting.
3. Pace your lesson (plan the time for the activities in the lessons).
4. Follow this outline for making lesson plans.
 - a. Objective - what you want pupils to learn in the lesson.
 - b. Activities- What to do when to teach.
Join the ideas of yesterday's lesson with the lesson for today and tomorrow's lesson.

Tell pupils what they will learn in the lesson
(the objectives).

Plan several different activities to teach the
objective: see next page.

Just before the end of the lesson, review briefly:
Check to see if pupils learned the lesson. Do one
or more of these activities.

1. Ask questions about the lesson.
2. Have pupils show the lesson on the chalkboard
or paper.
3. Have pupils tell about the lesson.
4. Have a short test on the lesson.
5. Give an assignment of the lesson.

ADD YOUR OWN IDEAS TO THIS LIST.

In just one or two minutes tell pupils what tomorrow's
lesson will be.

How to make your lessons interesting

1. Know your lesson well.
2. Pace your lesson. (Teach quickly enough to keep your pupils
attention with interest). Know what you are going to do and move
quickly from one activity to the next one.
3. To help you pace your lessons and make them interesting, plan
several of these kinds of activities in every lesson. Do each
one for only a few minutes.
 - a. Talk with pupils about the lesson.
 - b. Ask questions or have pupils ask question or talk about
the lesson.
 - c. Show the lesson on the chalkboard or use other teaching
materials.
 - d. Have pupils tell the class about the lesson.
 - e. Have pupils practice writing in the air.
 - f. Have pupils write in exercise books.
 - g. Have pupils write in the sand or on a slate or blackboard.

- h. Have pupils read letters from the chalkboard, chart or flash cards etc.
- i. Have pupils tell a short story. Write the story on the chalkboard. Have pupils listen as you read the story; have them try to read it.
- j. Have pupils draw a picture about a story.
- k. Have pupils copy stories in their exercise books.
- l. Have a handwriting game on the chalkboard.
(see handwriting games).
- m. Have pupils write letters to a friend or another class of pupils.
- n. Have pupils make letters with strips of paper or cloth. Paste them on a paper.
- o. Have pupils make charts, flash cards, bulletin boards etc.
- p. Have pupils find and draw circles around a particular letter of the lesson from an old page from a newspaper, magazine, or label from a box of tin.
- q. Have pupils use modeling clay for making letters.
- r. Make signs they see on stores in the city etc, make labels; make games.

ADD SOME OF YOUR OWN IDEAS OR PUPILS' IDEAS

What to see in teaching handwriting

- 1. Pencils, pens and exercise books, especially exercise books that have squared paper like those used in Mathematics.
- 2. A small box of sand with enough sand to cover the bottom of the box.
Use a stick or finger for writing.
- 3. Chalkboard, crayons, paints, colored pencils or ink.
- 4. Have pupils write in the sand or soil outside the school building.
- 5. Charts, flash cards (see part IV: Visual aids in this handbook).

6. Pictures and printing from old newspapers, magazines, labels from tins, packages, boxes, etc.
7. Cloth, strips of paper, leather, strew, scissors, paste and glue.
8. Modeling clay for making letters.
9. A piece of wood and a piece of charcoal for a pencil.
10. A soft piece of rock on the cement surface or another harder rock.
11. A pencil dipped in ink and an old piece of newspaper.
12. Wrapping paper from the store.
13. Cardboard from boxes, etc.
14. Sticks, bottle caps, shells and stones to learn how to make the shapes of letters.
15. Glue sand on paper or cardboard to feel the shapes of letters.
16. Old paper from exercise books, etc. for cut - out letters
17. String, yarn, thread, wire or pipe cleaners for making letters.

ADD YOUR OWN IDEAS TO THIS LIST.

What to do when you teach a lesson

1. Have your lesson plan on your desk to read when you do not remember what to do next.
2. Have all books and teaching materials ready to use.
3. Stand or sit where all pupils can see and hear you.
4. If you use the chalkboard, stand sideways and look at the pupils as often as you can.
5. Watch the faces of your pupils to know if they are listening to you and understanding the lesson.

6. Talk slowly, clearly and loudly enough for all pupils to hear, even those in the back of the room or by open windows and doors.
7. Repeat when pupils do not understand.
8. Ask many questions to help pupils talk and pay attention. Check their listening and understanding this way.
9. Change activities often. Pupils learn in many different ways. Changing activities keeps them thinking and learning. They enjoy changes.
10. If they get tired from writing have them stand up and stretch for 5 minutes.
11. Change from a quiet activity to one that permits pupils to move or talk.
12. Ask pupils what they like to do and learn. Use their ideas.

How to get pupils ready for a lesson

1. Tell pupils:
 - a. "Put your pencils and books down on the desk"
Or "Put everything away"
 - b. "Look at me."
 - c. "Listen to me."
2. Wait for all pupils to get ready. Check to see if they are looking at you before you begin the lesson.
3. Keep pupils quiet at all times when lessons are explained. Often if you stop talking, they will be quiet.
4. Tell pupils: "There is a time for quiet work a time for talking."
5. Have pupils sit correctly when writing. If too many pupils are at the desk have them take turns writing. Several pupils can write in the sand outside the classroom or in their own small boxes of sand. They can also stand quietly by some pupils and watch or help a pupil with his work. A pupil can write on chalkboard.

Evaluation of handwriting

Why evaluate handwriting ?

1. To find out what pupils learn.
2. To find out how well we teach the lessons.
3. To find out how well and how much pupils learn.
4. To find out how to help pupils learn as well as they can as individuals.
5. To find out the difficulties some pupils may have in learning to write.
6. To give marks of promotion.
7. To compare handwriting of different classes, schools and regions or countries.
8. To find out how to improve our handwriting syllabus, handbook, lessons and teaching methods.
9. To add to the knowledge of research about how we learn to write and improve the teaching of handwriting.

How to evaluate in handwriting

1. What to look for:
 - a. Legibility - can you read it ?
 - b. Form - are the letters written correctly?
 - i. height of letters
 - ii. width of letters
 - iii. shape of letters
 - iv. slant of the letters
 - v. spacing of letters and words or use of lines on page.
 - vi. thickness or darkness of line of the pencil or pen.
 - c. Use of capital letters
 - d. Use of punctuation.

How to evaluate daily practice in handwriting

1. Check the work of pupils as they do the lesson.
2. Correct mistakes immediately as they are made. Pupils continue making the same mistakes unless they are shown how to write correctly.
3. Write words that encourage good work and interest on the papers of pencils:

Good Q and G: Neat paper Better today Practice B again You missed F. Check your spacing O is too fat . / is not straight	Good spacing of words Easy to read-good! Keep up the good work Write in the sand at home Do it tonihgt One space taller Write larger
---	--
4. Chek to see how well a pupil remembered to correct a mistake of yesterday. If he did correct it today he is learning.....
we all learn by making mistakes. We may not learn when we do not correct our mistakes.
5. DO NOT put numbers or letter marks on daily work.
 Pupils must practice learning to write. Only after they learn how to write the letters do we evaluate their work formally and give them marks for learning.

How to give marks on handwriting papers

1. Keep in mind the characteristics that we look for in evaluating handwriting:

Legibility	Form	Capital letters	Punctuation
Spacing			
2. Read all papers. Think about how well the work was done by the whole class.
3. Read all the papers again. This time put them into three groups:

- a. above average— top third of the class
- b. average—middle third
- c. below average—low third

4. Read each group again. Put all papers in one of these 6 groups.

- (1) best papers in the above-average group.
- (2) poorest papers in the above-average group.
- (3) best papers in the average group.
- (4) poorest papers in the above average group.
- (5) best papers in the below -average group.
- (6) poorest papers in the below average group.

5. Give marks to each group:

Group	1 : 90 - 100	- A
"	2 : 80 - 89	- B
"	3-4 : 60 - 79	- C
"	5 : 50 - 59	- D
"	6 : 0 - 49	- E

Please notice that there are more C's given and that the number grades are lower than those usually given in other tests in other subjects.

HERE IS THE REASON:

The growth of the eyes and hands are important in the learning of handwriting. In the primary school many pupils have difficulty because they are physically developed for learning. We cannot change their physical development. It is NOT FAIR to give them failing marks for primary learning... they may never again be able to learn because they lose interest or feel failure too strongly in their first years of school.

Constructing tests in handwriting

1. Kinds of tests to give in handwriting: oral or written.

- a. Copying
- b. Dictation
- c. Correcting incorrect letters
- d. Choosing a correct letter
- e. Matching letters
- f. Finding letters or words in a selection of writing
- g. Reading flash-cards: letters
- h. Writing a story
- i. Putting in capital letters where needed
- j. Putting in punctuation where needed

2. Steps to follow in constructing a test in handwriting:

- a. Find out what was learned in the period of work to be evaluated: (objectives)

Example: 1. Correct writing position
 2. Straight-line letters
 3. Curved-line letters

- b. Give a % of importance to each kind of knowledge learned or each important objective during the period of work:

Example: (see example 2.a. above)

1. Correct writing position	- 20%
2. Straight-line letters	- 40%
3. Curved-line letters	- 40%

- c. Decide how many questions need to be asked each important objective in the time permitted for the examination or test:

Example:	Questions
1. Correct writing position	5
2. Straight-line letters	10
3. Curved-line letters	10
Total:	25

d. Decide the ideas of knowledge in each objective to be tested:

1. Correct writing position

How to sit—arms, feet, back

How to hold the paper or book

How to hold the pencil

How to move the arm and hand

2.

2. Straight-line letters

L, T, I, H, F, E

Writing from top to bottom and left to right
height of letters

width of letters

form of letters

spacing of letters and words

3. Curved-line words

D, P, B, O, C, G, U, J, Q.

writing down from top to bottom and left to right
height of letters

width of letters

form of letters

spacing of letters and words

e. Decide the types of questions to use in the test:
oral and/or written.

Kind of questions in written tests:

1. essay questions (require long written answers)

2. true-false questions (require true or false as an answer)

3. multiple-choice questions (require pupil to choose the correct answer)

4. matching (require pupil to match 2 kinds of information)

5. completion (require pupils to finish a question).

- f. Write the questions for the test using the types you decided in e. above. For example in a. above we use an oral-test question and written-test question: multiple choice, completion, matching, and dictation.

Examples of questions for the above objectives in a.

1. Oral test

- a. Where do you put your feet when writing?
- b. How do you hold your paper when writing?
- c. Show me how your back looks when you write?
- d. Show me how you hold your pencil?
- e. Look at these letters: F T L I H E

Point to I

Point to F

Find a letter like F. (Answer E)

Ask pupil to:

Write T on the chalkboard

Write I on the chalkboard

Write H on the chalkboard

Write L on a piece of paper

Write these words on your paper:

HIT THE ELF

(Show the words to the pupil in print from the typewriter or dictate the letters one at a time for him and write)

2. Written Test

Pupils are given a paper which has the letters and numbers of the following test already typed on it.

Directions to pupils: Choose the correct answer to the question as I read it. Draw a circle around the correct answer. Look carefully.

Pupil's paper

1. T L H E F I
2. D P B O C G U J Q
3. D P B O C G U J Q
4. 1 2 3 4 5
5. 1.2 3 4 5
6. 1 2 3 4 5
7. 1 2 3 4 5
8. L O H T E C G P B
9. (blank space on paper

Teacher says:

"Draw a circle around H."

"Draw a circle around G."

"Draw a circle around P."

"How many spaces high is a capital letter? Draw a circle around the correct number."

"How many spaces wide is O? Draw a circle around the correct number."

"How many spaces do we leave between words? Draw a circle around the correct number?"

"How many spaces do we leave between each letter? Draw a circle around the correct number."

"Draw a circle around the letters that have lines that are straight"

"Write F. Change it into E."

"Write P Change it into B."

"Write O. Change it into Q."

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